Locally Developed Curricula

School-Initiated Courses and Student-Initiated Projects

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LOCALLY DEVELOPED CURRICULA

School-Initiated Courses And
Student-Initiated Projects

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PURPOSE OF THIS DOCUMENT

The purpose of this handbook is to

- provide background information regarding school-initiated courses (SICs) and student-initiated projects (SIPs)
- define locally developed curricula: SICs and SIPs
- specify the roles and responsibilities of the school, adult learning centre, school division/district, and Manitoba Education and Youth and Manitoba Advanced Education and Training
- specify SIC and SIP requirements with respect to
  - — registration procedures
  - — the Senior Years credit system
  - — graduation requirements
  - — Senior Years course designation
  - — Senior Years course numbering
  - — reporting of student marks
  - — SIC and SIP development, including
    - ✦ design
    - ✦ instruction/supervised learning
    - ✦ SIC and SIP evaluation

INTRODUCTION

Rationale

School-initiated courses (SICs) and student-initiated projects (SIPs) have been part of Manitoba's educational system since 1975. Over the years, a number of changes have been made in the number of possible courses and projects that students may use as credit for high school graduation, and in the process for approval and registration of these local courses and projects.

Department policy reflects the mandatory status of curriculum; that is, where the Department has developed curriculum in a particular subject area or course, these curriculum documents must form the basis of instruction in Kindergarten to Senior 4 schools, including summer schools. Where there is no departmentally developed curriculum, schools or adult learning centres (ALCs) may choose to offer a curriculum that is locally developed. If a school, school division, or ALC develops a SIC/SIP to meet local needs, the SIC/SIP should be a minimum of 50 percent different from the existing Department curriculum.

Definitions

School-Initiated Courses (SICs): These are courses developed by the professional staff of a school, school division, or ALC to meet local needs. These courses must meet the requirements established by Manitoba Education and Youth and Manitoba Advanced Education and Training and may not replace Department-developed or Department-approved curricula. They are approved by the local school division or ALC and registered every year by Manitoba Education and Youth (Senior Years SICs) and Manitoba Advanced Education and Training (ALCs). Opportunities are provided for the sharing of SICs among schools, school divisions, and ALCs across the province.

Student-Initiated Projects (SIPs): These are projects initiated by a student in areas of special interest not provided in the Senior Years. Such projects must be initiated and written by the student with the assistance or guidance of the professional staff of the school, school division, or ALC. Student progress must be evaluated and credit granted for learning or growth experienced during the project. Student-initiated projects are not to be equated either with regular extracurricular school activities or the regular activities of organized community groups. These SIPs are approved locally (school division or ALC) and registered by the Department in the same way as SICs are registered. These projects are individually developed and, therefore, are not shared across the province.

Community Service Student-Initiated Project (CSSIP): Students in schools and ALCs can make a contribution to their community by volunteering for worthwhile causes or organizations. The knowledge, skills, and attitudes learned from such activities can increase a student's self esteem and maturity, and provide more awareness of the needs of others in the community. Through such projects, high school and mature students may earn a credit toward the high school diploma. There is no departmental registration required. The process for obtaining the credit is similar to one used for the Private Music Option: students provide evidence of music standing by presenting written documentation for activities outside of the school system. More information, including guidelines and the parent/guardian approval form for this credit, is available on the Department website at:

<http://www.edu.gov.mb.ca/ks4/policy/gradreq/choice-attachb.pdf>.

ROLES AND RESPONSIBILITIES

In order for SICs and SIPs to be implemented successfully, various roles and responsibilities must be assumed by the school, the school division, the ALC, the ALC's educational partner (where applicable), and the Department.

Schools

The school

- informs students, staff, and the school community of SIC and SIP options
- prepares an outline of the SIC/SIP (with student involvement in the case of SIPs, as required)
- obtains approval for the SIC/SIP from the principal and school division
- evaluates and revises the SIC/SIP design for those offered in subsequent years
- registers the student's mark with Manitoba Education and Youth, Professional Certification and Student Records Unit

Adult Learning Centres

The ALC

- informs learners, staff, and the ALC community of SIC and SIP options
- prepares an outline of the SIC/SIP (with learner involvement in the case of SIPs, as required)
- obtains approval for the SIC/SIP from the ALC director and partner school division or post-secondary institution
- evaluates and revises the SIC/SIP design for those offered in subsequent years
- registers the learner's mark with Manitoba Education and Youth, Professional Certification and Student Records Unit

School Division / District

The school division

- approves the SIC/SIP
- submits the SIC/SIP to Manitoba Education and Youth, School Programs Division (English Program and Senior Years Technology Education Program) or the Bureau de l'éducation française Division (Français and French Immersion Programs)

Partner School Division or Post-secondary Institution

The partner school division or post-secondary institution

- approves the SIC/SIP (in the case of an ALC affiliated with a post-secondary institution, the course should be approved by the Vice-President Academic or designate)
- submits the SIC/SIP to Manitoba Advanced Education and Training, Adult Learning and Literacy Branch

Manitoba Education and Youth

Program Development Branch of the School Programs Division, for English programs, or the Curriculum Development and Implementation Branch (Direction du développement et de l'implantation des programmes d'études) of the Bureau de l'éducation française Division for French programs

The Department

- evaluates the submission, using established criteria
- notifies the school regarding the registration of the SIC and SIP submission
- maintains a registry of SIC and SIP submissions from Senior Years schools
- provides information on SIC and SIP development for the Senior Years requests
- supplies codes for reporting student marks to Manitoba Education and Youth, Professional Certification and Student Records Unit

Manitoba Advanced Education and Training

The Adult Learning and Literacy Branch

The Department

- evaluates the submission, using established criteria
- notifies the ALC regarding the registration of the SIC and SIP submission
- maintains a registry of SIC and SIP submissions from ALCs
- provides information on SIC and SIP development for ALC requests
- supplies codes for reporting student marks to Manitoba Education and Youth, Professional Certification and Student Records Unit

See the Forms section at the end of this document for registration materials.

It is possible to register a single SIC for use both in schools and ALCs.

REQUIREMENTS FOR SICS AND SIPS

Course Designation for SICs and SIPs

All SICs and SIPs will be designated General (G) courses and reported as such. The titles should indicate the nature of the learning experiences students will acquire through the courses or projects.

The Subject Table Handbook lists course codes and specific course designations to report SICs and SIPs. The Subject Table Handbook is available online from Manitoba Education and Youth, Professional Certification and Student Records Unit, at: <http://www.edu.gov.mb.ca/ks4/docs/policy/sth/index.html>.

Number of SIC and SIP Credits Allowed

A student may earn one credit by undertaking and completing successfully a SIC or SIP designed for a minimum of 110 hours of instruction or supervised learning.

A student may earn one-half credit by undertaking and completing successfully a SIC or SIP designed for a minimum of 55 hours of instruction or supervised learning.

The maximum number of SIC credits allowable in the calculation of a student's Senior Years graduation credit requirements is eleven (11) credits (i.e., 11 credits across Senior 1–4).

The maximum number of SIP credits allowable in the calculation of a student's Senior Years graduation credit requirements is three (3) credits (i.e., 3 credits across Senior 1–4).

The maximum number of SIC/SIP credits allowed for the Mature Student Diploma is four (4) SIC and two (2) SIP credits (in the calculation of a student's Senior Years graduation credit requirements).[1]

SICs, SIPs, and Graduation Requirements

SICs and SIPs may not be used to meet compulsory graduation requirements, but may be used to meet optional graduation requirements. [2]

English as a Second Language (ESL) students may choose to include SICs and SIPs in meeting graduation requirements. ESL programming offered as SICs or SIPs should be designed to provide students with the opportunity to acquire the cultural, linguistic, and academic skills necessary for integration into regular Senior Years programming. [3]

SICs and SIPs may also be included in the graduation requirements of students whose programming is modified. [4]

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(1) For information related to mature student graduation requirements, see *Senior 1 to Senior 4 Mature Student Graduation Requirements (2003)*.

(2) For information related to English programs graduation requirements, see *A Time To Know Which Direction To Go: The Senior Years—A Record of Graduation Requirements For Parents and Students*.

(3) For information related to programming for English as a Second Language students, see *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4* (1995).

(4) For information related to modified programming, see *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (1995).

Reporting Student Marks

Student marks for SICs and SIPs are to be reported as percentage marks only to Manitoba Education and Youth, Professional Certification and Student Records Unit.

The Community Service Student-Initiated Project does not require a percentage mark. Standing (S) is given for successful completion of the volunteer project.

When reporting student achievement on school report cards, percentage marks should be supplemented by additional information, including teachers' anecdotal comments about student growth and achievement.

DESIGN OF SICS AND SIPS

SICs and SIPs are to be based on student learning outcomes identifying what students are expected to know and be able to do (knowledge, skills, and attitudes) with respect to the particular area of study.

SICs are developed by the professional staff of a school, school division, or ALC in order to meet particular community and student needs.

Schools are encouraged to check the Manitoba Education and Youth K–S4 website for the listing of SICs offered by Manitoba school divisions and ALCs. There are many benefits in sharing well-developed courses, and Manitoba Education and Youth encourages contributors to authorize this sharing on the submission form.

SIPs are developed by a student with staff guidance as appropriate. Professional staff should provide information on the development of the project and guide the student in its design, implementation, and evaluation.

Submissions for registration of SICs and SIPs must include the following components.

Course/Project Components

Rationale

- This is an explanation of the essential aim and underlying reasons and purposes for the particular area of study. The rationale will make clear how the course/project contributes to the overall education of the student. Principles or beliefs about the importance and value of the course content can be stated.

Student Learning Outcomes

- Student learning outcomes are concise descriptions of what students are expected to learn in terms of knowledge, skills, and attitudes in the course/project. Student learning outcomes are expressed as general student learning outcomes and specific student learning outcomes.
  - — **General Student Learning Outcomes:** Statements that identify what students are expected to know and be able to do on completion of the course/project.
  - — **Specific Student Learning Outcomes:** Statements that identify the component knowledge, skills, and attitudes that contribute to the general student learning outcomes. Specific student learning outcomes identify a range of contexts and the variety of dimensions of learning within the general student learning outcomes. For further information, see <http://www.edu.gov.mb.ca/ks4/docs/support/ldc/appendixc.html>.
- Student learning outcomes in a SIC/SIP need to be:
  - — appropriate to the grade for which they are intended.
  - — appropriate to the course/project for which they are intended.
  - — easily understandable by students, parents, educators, and community members.

— observable, measurable, and reportable to enable the appropriate connections to be made between and among teaching, learning, and assessing. They should be stated in such a way that it will be apparent when a student has met the student learning outcomes. Demonstrations of student learning can include a variety of tasks, such as projects, performance assessments, case studies, paper-and-pencil tests, et cetera.

— capable of capturing the knowledge, skills, and attitudes expected of students.

— supportive of the use of a range of teaching, learning, and assessment strategies and approaches, as well as the use of a variety of learning resources.

Content Outline and Time Allotments

- The major topics or themes of the course/project are identified. Suggested time allotment for each topic/theme is included in this component.

Learning Approaches and Strategies

- Learning approaches and strategies need to be appropriate to the targeted student learning outcome. Examples might include, but are not limited to, lectures and the lesson overviews, such as a word splash or anticipation guide; problem solving; reflective discussion; concept mapping; gallery walks; experiential learning, such as field trips; role-playing; inquiry; independent study, such as essays, reports, journals, and computer-assisted instruction; and interactive instruction, such as debates, brainstorming, cooperative learning groups, and talking circles. For SIP submissions, the student will identify the strategies to be used in meeting the student learning outcomes.*

Assessment Strategies

- Methods for assessing the achievement of student learning outcomes are described. A wide variety of assessment methods can be used (e.g., rubrics, observation, checklists, anecdotal records, projects, and student self-assessment portfolios).

Learning Resources and Bibliography

- The major print, non-print, or other resources that will be used for the course or project are listed.

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* (1) For more information on these and other strategies, see *Success for All Learners: A Handbook on Differentiating Instruction—A Resource for Kindergarten to Senior 4 Schools*.

(2) See Appendix for SIC/SIP Design Checklist.

CONTACTS

Support to schools, school divisions, and ALCs relating to the information in this handbook is available by contacting:

Adult Learning and Literacy Branch
Manitoba Advanced Education and Training
310 - 800 Portage Avenue
Winnipeg MB R3G 0N4
Telephone: (204) 945-6203 or (204) 945-4784
Toll Free:1 800 282-8069 (ext. 6203 or 4784)
Fax: (204) 948-1008

Curriculum Development and Implementation Branch
Bureau de l'éducation française Division
Manitoba Education and Youth
509 - 1181 Portage Avenue
Winnipeg MB R3G 0T3
Telephone: (204) 945-6022 or (204) 945-6916
Toll Free: 1 800 282-8069 (ext 6022 or 6916)
Fax: (204) 945-1625

Program and Policy Services Unit
Manitoba Education and Youth
W320 - 1970 Ness Avenue
Winnipeg MB R3J 0Y9
Telephone: (204) 945-7972 or (204) 945-0254
Toll Free: 1 800 282-8069 (ext. 7972 or 0254)
Fax: (204) 948-3668

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_ _ _ . *Subject Table Handbook: Student Records System and Professional School Personnel System.* Winnipeg, MB: Manitoba Education and Youth, (published yearly).

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction—A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1996.

_ _ _ . *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1–4.* Winnipeg, MB: Manitoba Education and Training, 1995.

_ _ _ . *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4.* Winnipeg, MB: Manitoba Education and Training, 1995.

Notes

Appendix

School-Initiated Course/Student-Initiated Project Design Checklist

1. Rationale

- ❑ Does the SIC/SIP meet student and/or community needs?
- ❑ Does the SIC/SIP differ significantly (more than 50 percent) from the provincial curriculum?
- ❑ Is the justification for the course/project provided?

2. Student Learning Outcomes

- ❑ Are general and specific student learning outcomes identified?
- ❑ Do student learning outcomes include knowledge, skills, and attitudes?
- ❑ Are the student learning outcomes clearly written?
- ❑ Are the student learning outcomes achievable?

3. Content Outline and Time Allotments

- ❑ Is the content appropriate for 110 hours (1 credit) or 55 hours (.5 credit)?
- ❑ Are the topics/themes clearly identified?
- ❑ Are suggested times allotted to each topic appropriate?

4. Learning Approaches and Strategies

- ❑ Do the learning approaches and strategies facilitate student acquisition of the intended student learning outcomes?
- ❑ Are the learning approaches and strategies varied?
- ❑ Are the learning approaches and strategies appropriate to the Senior Years student or the adult learner?

5. Assessment Strategies

- ❑ Are classroom-based assessment strategies varied?
- ❑ Are the assessment methods appropriate?
- ❑ Is there provision for ongoing feedback and continuous improvement to meet the student learning outcomes?

6. Learning Resources and Bibliography

- ❑ Are relevant instructional resources identified and available?
- ❑ Are the resources socially and culturally appropriate?
- ❑ Are the learning resources suitable for the Senior Years student or the adult learner?
- ❑ Do the resources support the learning approaches and strategies?

Notes

Forms

Manitoba
Building for the Future

Student-Initiated Project (SIP)

Deadline Date: Prior to Start of SIP

Contact Information:

Professional Staff Name _____ Position: _____

School Division/ALC Partner Name _____

School/ALC Name: _____ School/ALC Code Number: _____

Address: _____

Telephone: _____ Email: _____ Fax: _____

SIP Information: *(print in title of SIP and student name)*

Student Name: _____

Student-Initiated Project Title: _____

Number of Hours:	Course Code:	Course Credit Value: 0.5 or 1.0 *(circle one value only)*	Course Level: 11G 21G 31G 41G *(circle one level only)*

Start Date: _____ Completion Date: _____

SIP Approval:

Signature of Student: _____ Date: _____

Signature of Parent *(if required)*: _____ Date: _____

Signature of Principal/ALC Director: _____ Date: _____

(print name) _____ Email: _____

Signature of Designated Representative: _____

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to:

SIP Registration
Program Development Branch
Manitoba Education and Youth
W320-1970 Ness Avenue
Winnipeg, MB R3J 0Y9
Fax: (204) 948-3668

For the Adult Learning Centres, please return completed form by mail or fax to:

SIP Registration
Adult Learning and Literacy Branch
Manitoba Advanced Education and Training
310 - 800 Portage Avenue
Winnipeg MB R3G 0N4
Fax: (204) 948-1008

For the Français Program and the French Immersion Program, please return completed form by mail or fax to:

SIP Registration
Curriculum Development and Implementation Branch
Bureau de l'éducation française
Manitoba Education and Youth
509-1181 Portage Avenue
Winnipeg, MB R3G 0T3
Fax: (204) 945-1625

FOR OFFICE USE ONLY

Date Stamp:

Comments: _____ Course Outline Attached ❑

Registered: *(signature)* _____

Student Records Notified: _____

VALID FOR CURRENT YEAR ONLY

SPD Registration Number: _____

Manitoba
Building for the Future

School-Initiated Course (SIC)

Deadline Date: Prior to Start of SIC

Contact Information:

Professional Staff Name _____ Position: _____

School Division/ALC Partner Name _____

School/ALC Name: _____ School/ALC Code Number: _____

Address: _____

Telephone: _____ Email: _____ Fax: _____

SIC Information:

School-Initiated Course Title: _____

Number of Hours:	Course Code:	Course Credit Value: 0.5 or 1.0 *(circle one value only)*	Course Level: 11G 21G 31G 41G *(circle one level only)*

Start Date: _____ Completion Date: _____

We agree to permit sharing of this SIC with other Schools/Divisions/Districts/ALCs. ❑ **Yes** ❑ **No**

Is this SIC for students completing a Mature Student Diploma? ❑ **Yes** ❑ **No**

SIC Approval:

Principal/ALC Director *(please print)*: _____ Date: _____

Signature: _____ Email: _____

Superintendent or Designated Representative *(please print)*: _____ Date: _____

Signature: _____ Email: _____

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to

SIC Registration
Program Development Branch
Manitoba Education and Youth
W320 - 1970 Ness Avenue
Winnipeg, MB R3J 0Y9
Fax: (204) 948-3668

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Curriculum Development and Implementation Branch
Bureau de l'éducation française
Manitoba Education and Youth
509 - 1181 Portage Avenue
Winnipeg, MB R3G 0T3
Fax: (204) 945-1625

Date Stamp:

FOR OFFICE USE ONLY

Comments: _____ Course Outline Attached ❑

Registered: *(signature)* _____

Student Records Notified: _____

VALID FOR CURRENT YEAR ONLY

SPD Registration Number: _____